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ABSTRACT

This book represents an effort to demonstrate, in a limited 60-minute experience, the type of staff development modules or packages which are being developed by the Mesa, Arizona Public Schools. It also represents a larger ongoing effort to develop a comprehensive career guidance model based on a systematic planning approach. The purpose of the 60-minute experience is to demonstrate, through actual involvement, what a competency-based staff development training package is and how it is used. On successful completion of this mini-pac, the participant will be able to: (1) identify the four major components of the comprehensive approach to career guidance; (2) state in his/her own words at least one planning task; (3) identify the difference between a current program assessment and a desired outcomes assessment; (4) present a minimum of one structuring task; (5) state one program implementation task; (6) identify four components of this staff development package; and (7) list two types of data which could be collected for program evaluation. (Author/PC)

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TABLE OF CONTENTS

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Page

FOREWORD. i

INTRODUCTION. 1
Flow Chart 2
Package Goal and Objectives. 3

PLANNING. 4
Planning Tasks 4
Defining Philosophy, Purposes and Target Groups. 5
Basic Assumptions. 5
Desired Outcomes Assessment. 7
Current Program Assessment 7
Baseline Data. 8
Progress Check #1 9

STRUCTURING THE PROGRAM 10
Structuring Tasks. 10
Key Functions in Program Structuring 11
Progress Check #2 12

IMPLEMENTING GUIDANCE PROGRAMS. 13
Program Implementation Tasks 13
Progress Check #3 16

MAKING DECISIONS BASED ON EVALUATION DATA 17
Product Evaluation Tasks 17
Collecting Product Evaluation Data 17
Evaluation of Program Side Effects 18
Determining Cost-Effectiveness 19

SIMULATION EXERCISE 20
General Directions 20
Presenters' Directions . . . . . .20 - 23
Evaluators' Directions 24
Evaluation Sheet 25

POST TEST . . . . . .26 - 28
Key. 29

APPENDIX. 30

FOREWORD

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This demonstration mini-pac was developed as a dissemination sample of materials which are being prepared under an E.S.E.A. Title III project. The Mesa Public Schools is working in concert with the American Institutes for Research (AIR) in this Title III project.

It should be noted that what is being presented here is information on Mesa's on-going long-range project in career guidance, counseling, placement and follow-up; funded not only by Title III but also by Vocational Education Part D Exemplary and District funds. A key element of this project has been the designing, field testing and final production of staff development training packages.

The specific participation of E.S.E.A. Title III comprises an integral part of the total process for orienting counseling services toward specific student outcomes in an accountability model. Title III is housed in the Arizona Department of Education under W. P. Shofstall, Ph. D., Superintendent of Public Instruction. The Title III Staff is directed by Fred J. Sughrue and the consultant assigned to this project is Jewell Sisemore, the Assistant Director of Title III.

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INTRODUCTION

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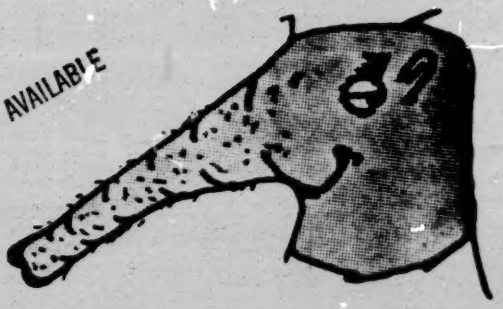

(Meet "Alfie" The Accountability Aardvark)

This material represents an effort to demonstrate, in a limited 60-minute experience, the type of staff development modules or packages which are being developed with an E.S.E.A. Title III grant in Arizona by the Mesa Public Schools. This staff development effort is an important part of a larger ongoing effort to develop, field test and implement a comprehensive career guidance model based on a systematic planning approach.

Subjects for this demonstration package could have been selected from a variety of sources which might have been more palatable to participants, i.e., "How to use games to help students," "How to use role playing techniques," etc. However, it was decided that two goals could be accomplished simultaneously if the subject of this package was "Orientation to a systematic planning approach to Guidance."

The purpose of this experience is therefore two-fold:

1. To demonstrate, through actual involvement of the participants, what a competency-based staff development training package is and how it is used.

2. To present content on Mesa's Systematic Planning Approach to Career Guidance.

This package includes as many of the following training package components that we could compress into a one hour experience.

--Tape Slide Overview (optional)
--Flow chart of the comprehensive approach
--Package goals and objectives
--Instructional materials (Text)
--Progress checks (Sample items only)
--Group activities
--Simulation Activities
--Application procedures
--Post test
--Further References

It is designed to be completed in <u>one</u> hour of well disciplined activity.

The Flow Chart on the following page defines the four major phases of this approach to guidance, counseling, placement and follow-up and shows how they relate to each other.

THE COMPREHENSIVE APPROACH TO DEVELOPING GUIDANCE, COUNSELING AND PLACEMENT PROGRAMS, AND RELATED COMPETENCIES

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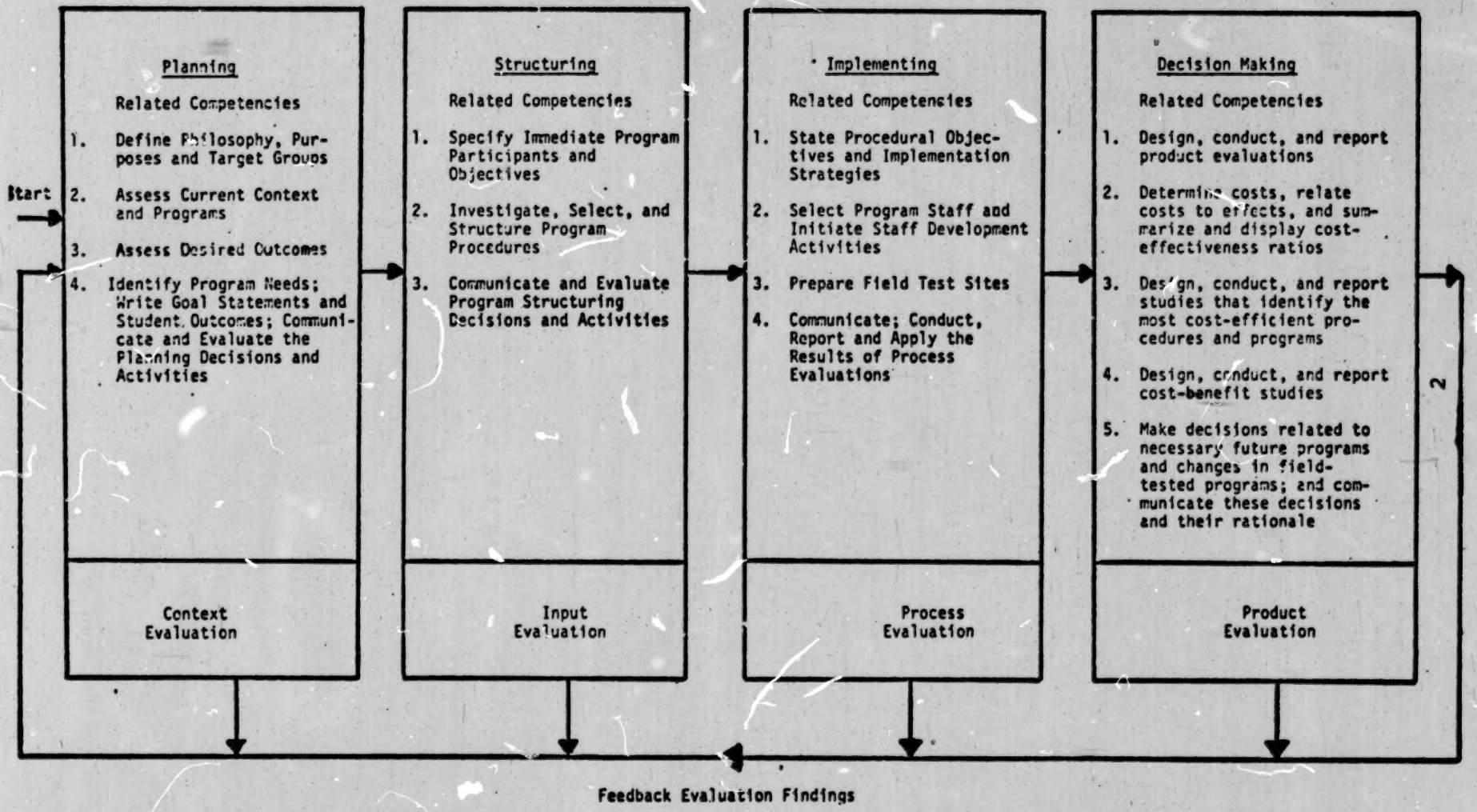
Start
Planning
Related Competencies
1. Define Philosophy, Purposes and Target Groups
2. Assess Current Context and Programs
3. Assess Desired Outcomes
4. Identify Program Needs; Write Goal Statements and Student Outcomes; Communicate and Evaluate the Planning Decisions and Activities
Context Evaluation
Structuring
Related Competencies
1. Specify Immediate Program Participants and Objectives
2. Investigate, Select, and Structure Program Procedures
3. Communicate and Evaluate Program Structuring Decisions and Activities
Input Evaluation
Implementing
Related Competencies
1. State Procedural Objectives and Implementation Strategies
2. Select Program Staff and Initiate Staff Development Activities
3. Prepare Field Test Sites
4. Communicate; Conduct, Report and Apply the Results of Process Evaluations
Process Evaluation
Decision Making
Related Competencies
1. Design, conduct, and report product evaluations
2. Determine costs, relate costs to effects, and summarize and display cost-effectiveness ratios
3. Design, conduct, and report studies that identify the most cost-efficient procedures and programs
4. Design, conduct, and report cost-benefit studies
5. Make decisions related to necessary future programs and changes in field-tested programs; and communicate these decisions and their rationale
Product Evaluation
2
Feedback Evaluation Findings

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PACKAGE GOAL

Upon completion of the readings and activities of this package the participant will recognize the major components of:

(1) Mesa's systematic planning approach to career guidance, counseling, placement and follow-up

(2) competency-based staff development training packages.

PACKAGE OBJECTIVES

Upon successful completion of this orientation mini-pac, the participant will be able to:

Page	Performance Objective
Entire document	. identify the four major components of the comprehensive approach to career guidance, counseling, placement and follow-up used in the Mesa program
4	. state in your own words a minimum of one planning task
5	. state a minimum of two basic assumptions of the Mesa guidance program
7	. identify the difference between a current program assessment and a desired outcomes assessment
10	. state in your own words a minimum of one structuring task
11	. identify one key skill in program structuring
13	. state in your own words one program implementation task
4 - 19	. identify four components of this staff development package
17	. list two types of data which could be collected for program evaluation.

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PLANNING

PLANNING TASKS

planning tasks

In order to plan a successful career guidance program, the following tasks should be accomplished:

- State the general purposes for which the program will be designed.
- Describe the program's target population.
- Assess the desired student outcomes which will be based on data gathered from students, parents, teachers, counselors and others.
- Assess the status of the current program in respect to these desired outcomes.
- Specify student needs (all differences between current and desired status) which this program will try to resolve.
- State the resources and constraints which characterize the setting in which the program will operate.
- State program goals and objectives for the proposed program which will reconcile differences between the desired student outcomes and the constraints of the setting.

evaluating the planning phase

Evaluation conducted during this initial phase entails assessing the effectiveness, efficiency and desirability of each of the above activities. Input from those who will be affected by the proposed program is constantly

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sought and used while plans are being formulated. Such input must be evaluated; thus, from the beginning, continuous formative evaluation is sought. Data which will be evaluated in the planning phase focus upon describing the system into which a program is to be placed such as available resources and personnel and demographic features of the school and community. These data will be helpful in stating youth and system needs and specifying goal statements related to the needs.

DEFINING PHILOSOPHY, PURPOSES AND TARGET GROUPS

The logical inception point for programs is the consideration of their general purpose. This does not relate to the specific outcomes of a program but to the broad needs it will address. One might begin with discussions about the philosophy which should serve as the foundation of the guidance, counseling and placement program. In this discussion, assumptions such as the following might be considered:

Mesa's six basic assumptions

- Guidance services should help develop and protect students' individualities.
- Guidance should help students become effective problem solvers.
- Guidance services should be available to all students.
- The guidance process should be integrated with the educative process.
- Guidance should be developmental as well as remedial or prescriptive.
- Counseling personnel should be able to evaluate their own effectiveness.

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You may not necessarily agree with all of these assumptions; taking the time to generate your own or those upon which counseling personnel in your setting can agree can be a valuable exercise.

An important contribution to this defining of underlying philosophy and basic assumptions can come from a needs assessment also. Once key personnel have had a chance to discuss their thinking, cross-fertilize each other's ideas and hammer out some working principles, they may find it useful to measure these principles against the actual needs specified in an assessment. Thus, a desirable blending of staff member experience and knowledge and hard specific data may contribute to the definition of basic program assumptions and goals. From goals, one can move to a listing of the specific purposes of each program and to identifying key groups from the school and community which should be involved in planning in more detail each proposed program. At this state one may want to select representatives to participate in advisory panels for planning, implementing and evaluating each program. Potential recipients of each program should be represented.

defining philosophy

A part of defining the philosophy and goals of a program involves defining the target groups. One needs to identify the numbers and characteristics of youths who will be served by each program. The descriptions might include age, sex, ethnic group membership, socio-economic background, ability range and individual characteristics.

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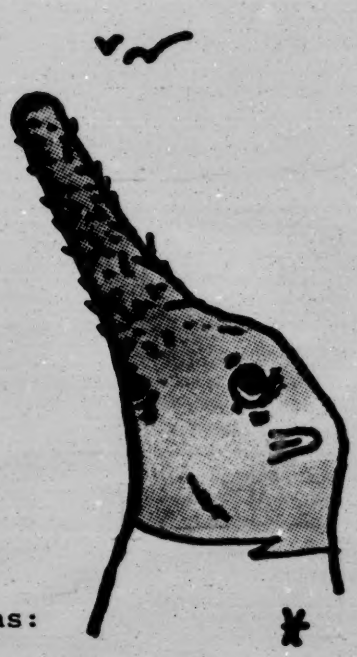

DESIRED OUTCOMES ASSESSMENT (NEEDS ASSESSMENT)

Desired outcomes assessment is a key part of program development when building a program to deliver on high priority student needs. In establishing a procedure for assessing students' desired outcomes, consideration should be given to having students rank outcomes representing their desired status in four areas:

Intrapersonal--	How can students improve the way they feel about themselves?
Interpersonal--	How can students improve their relations with others?
Academic Learning--	How can students improve their learning procedures in school and elsewhere?
Educational-Career--	How can students improve their planning for future schooling and work?

desired outcomes assessment

Student participants should be randomly selected from various grade levels such as 6th, 9th and 12th. An adult sample may consist of parents, teachers, counselors and administrators.

CURRENT PROGRAM ASSESSMENT

Program planners must consider both the desired outcomes and current status of students' development and career planning. The desired outcomes (discussed in more detail below) describe the direction in which students would like to go, while the current context evaluation

current program assessment

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determines where they are now. The discrepancies between students' desired outcomes and current status define how far they need to travel in order to get where they want to be.

Among the baseline data to be gathered are the following:

baseline data

- General characteristics of the context in which each program will operate (i.e., number of schools, grade levels, socio-economic level, etc.).
- Current status of present guidance, counseling and placement programs related to school system needs.
- Current status of present guidance, counseling and placement programs related to societal needs.
- All objectives and activities that make up current guidance, counseling and placement programs in this context.

Much of this information may be gathered from and by counseling personnel, based both upon their recall and the keeping of logs which reveal how much time they spend upon which tasks, and for what outcomes.

A more direct and often more time-consuming way of getting at current status is by testing students themselves, which could include the use of survey tests of knowledge, situational tests of current behaviors, and attitude inventories. Data from current status assessments may be used in connection with desired student outcome assessment data to design guidance programs for specific student target groups.

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PROGRESS CHECK #1

PLANNING

1. Of the statements listed below, identify the one/ones necessary in planning a successful career guidance program.

   _____a. State program goals and objectives.

   _____b. Describe the program's target population.

   _____c. Assign tasks relevant to implementation strategies.

   _____d. All of the above.

   _____e. None of the above.

2. People who are served by a given program are referred to as the target population. In the blanks below, list four ways of describing target populations.

   a. _____

   b. _____

   c. _____

   d. _____

Key: 1. a, b 2. age, sex, ethnic group membership, socio-economic background, ability range or individual characteristics

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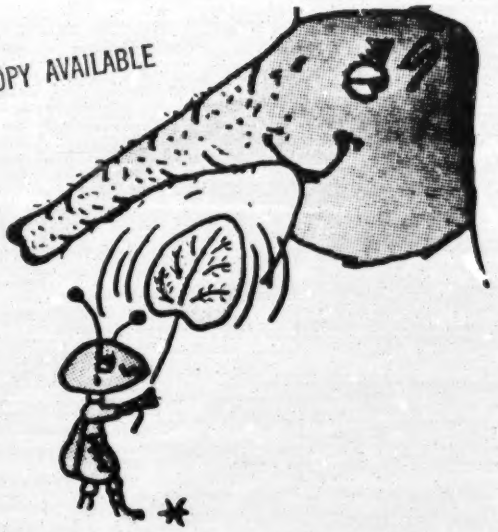
STRUCTURING THE PROGRAM



Following completion of the planning phase, it is possible to make decisions related to the specific structure of the proposed program. This includes the following tasks:

structuring tasks

- Specify measurable objectives for each guidance program.
- Indicate the target group which will participate in each program and the current skill levels of those students relative to the objectives of the program.
- List all possible and available procedures and materials which can be used to help students attain their objectives. For a list of possible instructional and counseling procedures see page 30.
- Choose the most appropriate procedures and materials for each program.
- Adapt or modify available materials where possible.
- Develop needed materials where gaps exist.
- Disseminate information about the programs to staff, students, parents and others, and arrange for input from them.

Thus, in the structuring phase, the goal statements, the nature of the target population and conditions for evaluation provide the basis for considering and establishing strategies which can help participants achieve their desired outcomes. These strategies should include activities of counseling personnel. Available methods, media and materials can be used, and new procedures and materials should be developed when the goals of each pro-

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gram demand them. Since decisions regarding structuring the program must be concerned with the design of activities which participants will perform to achieve their desired outcomes, the objectives of program personnel must be correlated with objectives of participants to provide options which are tailored to individual needs and which are based on a flexible set of alternatives.

KEY FUNCTIONS IN PROGRAM STRUCTURING

The process of building a program benefits from the participation of a wide variety of people, particularly if they perform specialized functions based upon their experience and expertise. Some abilities crucial to this phase include writing goal statements, behavioral objectives, activities and evaluation items. All of these are key skills used in making up instructional guidance units. Other skills needed are identifying target populations, investigating and selecting procedures, and communicating formally and informally with appropriate personnel.

key program structuring skills

During this phase, those who will be affected by the proposed programs (i.e., teachers, counselors, administrators) evaluate the effectiveness, efficiency and desirability of each of the tasks described in this segment of the orientation. Such evaluation would include assessing the criteria used in the development of student materials, determining if materials adequately address the goals and objectives to which they are related, and examining the costs and effectiveness of materials development. The

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inclusion of the aforementioned personnel helps insure not only the quality of the programs, but also broad acceptance and support when they are ready to be implemented.

PROGRESS CHECKS #2

STRUCTURING

1. List two key skills needed by personnel concerned with structuring career guidance programs.

   _____

   _____

2. Complete the following sentence:

   Instructional guidance units are made up of _____

   _____

   _____

Key: 1. Writing instructional guidance units
Identifying target population
Investigating & selecting procedures
Communicating with appropriate personnel

2. goal statements, behavioral objectives, activities and evaluation items

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IMPLEMENTING GUIDANCE PROGRAMS

PROGRAM IMPLEMENTATION

Once the purposes, goals and objectives of a career planning and development program are carefully specified and materials are collected or developed for it, the selected students must have ample opportunities to participate in activities which will help them achieve their performance objectives. The likelihood that the program will become a continuing part of the curriculum will be increased if counseling personnel execute these tasks:

- arrange field tests of materials and procedures
- revise or replace material which does not meet the criteria set for it as indicated by measurements conducted during field tests; and
- implement each program with the help of qualified counseling personnel to encourage operation as it was planned and structured.

implementation tasks

During this phase, evaluation is used to measure all aspects of implementation, and is called process evaluation. The data gathered at this time should answer the questions: Did we deliver what we promised? Did we deliver in the most efficient, effective and desirable way?

FIELD TEST PROCEDURES

Points to be considered in field testing include the following:

- Appointing one person or persons to be responsible for program delivery, implementation, return and critiquing.

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- Devising an evaluation instrument that is simple, yet detailed enough to give adequate kinds of information about program implementation (i.e., Did students like it? Did it achieve objectives? Did teachers react positively?).

- Having more than one person available for observation and evaluation while students are working with program (i.e., a counselor, team teacher or school coordinator may observe and assist at the implementation of a unit in a social studies class).

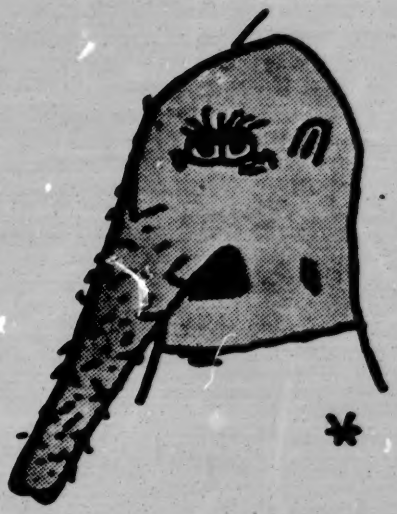
- Promoting frequent critiquing sessions. Unless strengths, weaknesses, enrichment ideas, and alternative approaches are noted frequently, there is a good chance that valuable information will be lost.

- Arranging to have some students, teachers, counselors and administrators who worked with the program be members of the revision team so that proper interpretation of critiquing information may be realized.

- Having periodic conferences with personnel involved in the program concerning their needs (i.e., materials, ideas, training, encouragement).

The tasks that field test teams should accomplish may be listed in the form of process objectives. They spell out what staff members need to do to ensure that students achieve the performance objectives. More detailed statements of what needs to be done by staff members are often referred to as implementation strategies. The following example may help to clarify the distinction between student performance objectives, process objectives and implementation strategies:

process objectives



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EXAMPLE

Student Performance Objective

Following participation in the "Careers Exploration" class, each student will be able to name and describe at least nine of the twelve job families and describe occupations listed in them.

Process Objective 1

The instructor will arrange to have speakers whose jobs represent each of the twelve job families address the students about the nature of their jobs.

process objectives sample

Implementation Strategy 1

By September 30, the instructor will have contacted representatives of each of the twelve job families and have scheduled their appearances.

There will probably be several process objectives for each performance objective, and even more implementation strategies. While writing all of these out may be somewhat laborious, it is worth doing. It provides an implementation blueprint and schedule which can be shared with all concerned so that they know exactly what will happen and when. It also makes it easier to delegate tasks and hold people accountable for their performances. Finally, it can be drawn upon when staff members report to

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administrative bodies or the public, and when others wish to replicate a program.

Process evaluation in a comprehensive career guidance system is intended to furnish regular feedback to program planners who are responsible for designing and revising program plans and procedures. The purposes of process evaluation are threefold:

the purpose of process evaluation

1. To monitor the implementation of the guidance program.
2. To supply information required for decisions which have to be made during the field test phase (e.g., in one instance the original structuring principles proved unwieldy and were appropriately changed).
3. To assess the extent to which the guidance program is conducted as it was originally designed for this phase.

PROGRESS CHECK #3

Four different types of educational personnel should be included as members of the revision team. They are:

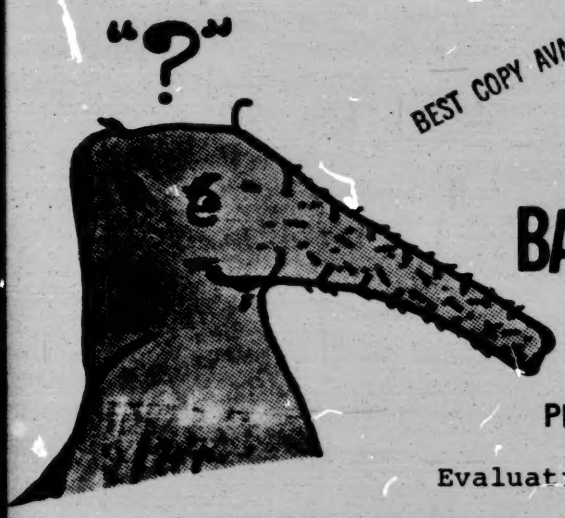
a. _____

b. _____

c. _____

d. _____

Key: students, teachers, counselors and administrators



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MAKING DECISIONS BASED ON EVALUATION DATA

PRODUCT EVALUATION TASKS

Evaluation is an important component of each of the aspects of program development which have been discussed. Thus, context evaluation was linked to planning, input evaluation to structuring, and process evaluation to installation. These types of formative evaluations are intended to improve the procedures by which program planning, structuring, and evaluation take place. During implementation it is desirable to make use of product evaluation which determines if programs have...

product evaluation

> produced the outcomes or products for which they were designed; and
>
> resulted in unanticipated side effects, either positive or negative.

COLLECTING PRODUCT EVALUATION DATA

A student's achievement should be assessed by his performance on tasks which are behavioral indicators that he has reached his own goals and objectives; these tasks should also allow him to demonstrate his problem-solving skills as he reaches the desired outcomes. The results of such testing will show when a program has helped students achieve their goals and acquired desired skills, where it has failed and if it needs further development to increase

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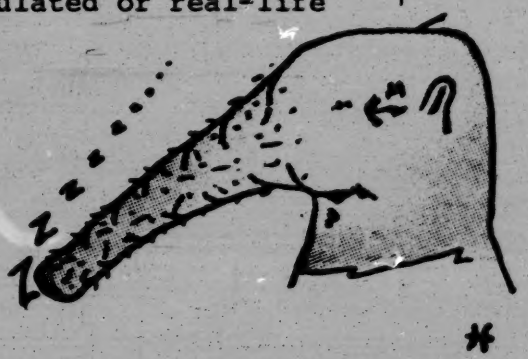
its effectiveness.

Several types of evaluative methods may be used:

- Knowledge outcomes are measured by paper/pencil and interview techniques.
- Attitude assessment often requires a combination of these techniques with behavioral observation.
- Skill performance outcomes are best measured by behavioral observation in simulated or real-life situations.

evaluation methods

EVALUATION OF PROGRAM SIDE EFFECTS



As important as it is to measure intended program outcomes and the procedures employed to produce them, at best they furnish only a partial indication of the outcomes of employing a particular program. Such measurement focuses on expected outcomes; however, the side effects of a program are also very important. Information on positive and negative unanticipated outcomes should be sought, even though they may be difficult to measure (especially if they include changes in affective responses). An example of negative outcome might be the discovery that certain students are overwhelmed by the amount of reading necessary in parts of a program and thus develop a negative attitude about it and their own abilities. Product evaluation also assesses staff and student reactions toward the experiences they have throughout a program, as well as toward the projected outcomes. In addition, it is possible to determine if a program entailed

evaluating side effects

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unforeseen expenditures or savings, or prompted an unusual amount of student interest in a certain topic or class.

DETERMINING COST-EFFECTIVENESS

Taxpayers, school boards, administrators and many others are concerned not only with how well programs work, but also at what cost. With these two types of information, they can study the relationships between program costs and impact. In order to be able to judge cost-effectiveness, the implementer should collect, analyze and summarize data related to program costs and cost per participant. Comparisons of multiple programs and of the degree to which a single strategy meets its predetermined objectives are types of analyses which should be conducted before cost-efficiency studies can be implemented. Evaluation techniques such as those outlined should produce timely, relevant information which can shape decisions made by program administrators and recipients, and should form the basis for predictions and decisions leading to a viable set of alternatives for meeting future student needs.

cost-effectiveness

SIMULATION EXERCISE

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This simulation THE AWARD, is designed for a group of five participants. Three of these individuals will each read a descriptive summary of a mythical guidance program and make a brief (1 - 3 minute) oral presentation of "their" guidance program. The remaining two participants will each take the role of an Evaluator and will use a form to judge the merits of each program presented. They will identify the program that best exemplifies the systematic planning approach outlined in this mini-pac.

--Group assign members as "presenters" (3) and "evaluators" (2)

Presenters' Directions (only presenters read)

In this simulation you will be presenting information about a mythical school to a panel which has been chosen to select the best guidance program in the state. Each role player should read the description of only one program, Aldington, Beauchant or Channing (group makes assignments). You will then make a three-minute oral presentation to the judges on the strengths of your program. Try to get the "feel" of the program and how it functions. Feel free to improvise when necessary, but stick to the facts as presented as much as possible.

You will be graded on the degree to which your school guidance program exhibits planning, structuring, implementing and decision-making activities as described in this mini-pac.

Turn to assigned page

(P. 21, 1st presenter, P. 22, 2nd presenter, P. 23, 3rd presenter)

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ALDINGTON (1st presenter role)

The name of George Stevens has been associated with the Aldington Guidance, Counseling and Placement Program now for 20 years, and his record is a long and distinguished one. Coming to Aldington in 1954, George was a personable and forward looking young man with ambitions to develop the best program in the area. He built around his ideals and philosophy and worked with the administration to fit these within the framework of the schools' philosophy and objectives. Through the late '50's and early '60's he won award after award from both guidance and administrative groups. He is proud that no youngster is ever turned away from his office, no matter what the problem, or how pressured he or his two associates are with other matters. He has dealt with every problem imaginable, from drugs and sex to underachievement and lack of direction. His school is not a large one, and he feels he has a firm grasp on the problems and needs of the youth there through his personal contacts. Through feedback received in this way he has made two program changes in the last three years. George Stevens keeps the Guidance program at Aldington running smoothly with a mimimum of disruption. The administration is very supportive of Guidance at Aldington and appreciative of the fact that scheduling and schedule changes run smoothly and that George is supportive of their ideas and cooperates efficiently and effectively in the "nitty-gritty" activities of the school. His visibility in the community is high and he is widely liked and respected.

(Stop - Be ready for oral presentation)

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BEAUCHANT (2nd presenter role)

Beauchant is a large sized school which has recently developed its Guidance, Counseling and Placement Program. Most of the staff have been hired within the last five years, and their philosophies and ideals are varied. Three years ago they conducted a thorough assessment of Guidance Services, measuring both the current status of their program, and outcomes students desired. From these operations they defined uniform program goals and performance objectives, and since have structured their programs around these. While they still try to help individual students who request assistance, they are also trying to reach out to the entire student body through such innovations as a combination Student Town Hall/ Drug Crises Center. Programs using modern techniques have proliferated, including Primal Scream Therapy, Rolfing, and Chaotic Meditation. Experimental programs are being tried regularly, and continued if counselors find them acceptable. The administration is tolerant but not especially supportive of the Guidance program. They tend to view the department as a collection of "wierdos" whose presence somehow allows the school to meet the educational and personal needs of the total student body. The program is viewed somewhat skeptically by older teachers and community representatives, but is popular with many students, particularly those with "avant-garde" ideas.

(Stop - Be ready for oral presentation)

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CHANNING (3rd presenter role)

Channing is the oldest community and school of the three. Its program is also the most long-standing. The effectiveness of the program was criticized a great deal in the past by students and faculty alike. The administration, however, was very supportive of Guidance and considered it essential to the effective daily operation of the school. At that time, counselors' duties consisted mainly of filling out schedules and performing administrative duties. Several years ago an evaluation of the program was commissioned, and the need for broad-scale improvements was firmly established. Subsequently, the Channing program initiated a needs assessment and developed goal statements and performance objectives around which the new program was structured. When it came time to select procedure for the new program, unfortunately the staff was limited by a traditional community environment and a corresponding lack of funds. Thus, only the least expensive procedures were chosen. Additionally, the conservative community insisted that whatever efforts were undertaken be systematically observed and their effectiveness measured. At present one aspect of the program is being phased out because of shortcomings that were identified. Administration is not totally sold on the new program, but find it difficult to eliminate it in view of the supportive data available. Community feeling is mixed, with some factions finding the innovations constructive, while others see the whole realm of Guidance and Counseling as unnecessary.

(Stop - Be ready for oral presentation)

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EVALUATORS' DIRECTIONS (only Evaluators read)

In this simulation you will be listening to the presentations of representatives from the three schools that have been nominated for your state's outstanding guidance program. On the following page is the evaluation sheet to be used in assessing each program.

As you listen to the presenters, place a score (1-5) in the appropriate school column to indicate the degree to which the program has the identified component. Values are as follows:

5 - SUPERIOR
4 - ABOVE AVERAGE
3 - AVERAGE
2 - BELOW AVERAGE
1 - POOR OR MISSING

After the three presentations have been made, total each column. Compare your results with the other judge(s) and select a winner.

Announce the winner to the total group and indicate the reasons for the selection. With the total group discuss which aspects were missing or weak in each of the programs.

A solid gold "Alfie" the Accountability Aardvark will be presented to the winner.

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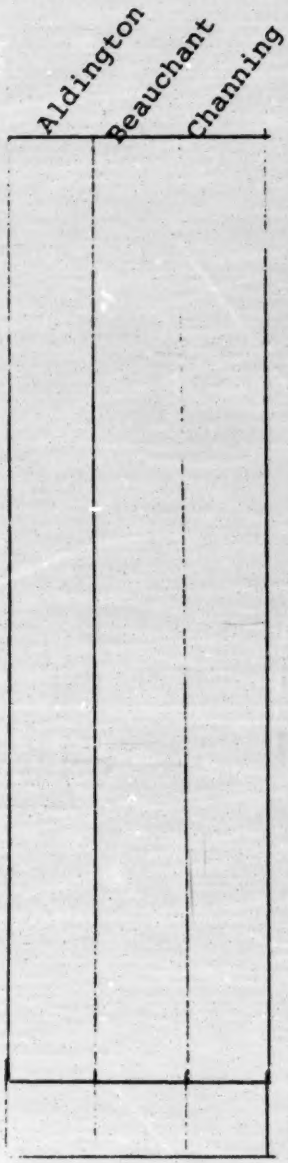
EVALUATION SHEET

By using a 1-5 scale indicate the degree to which each school possesses the criterion indicated.

5 - SUPERIOR
4 - ABOVE AVERAGE
3 - AVERAGE
2 - BELOW AVERAGE
1 - POOR OR MISSING



PLANNING:

--Youth needs identified

--Goal Statements developed

--Current program assessed

STRUCTURING:

--Program Objectives well-defined

--Target population identified

--Various options considered; best selected

IMPLEMENTING:

--Implementation strategies well defined

--Includes staff development activities

--Program was field tested

DECISION-MAKING:

--Includes periodic evaluation

--Cost-efficient components identified

--Future programs based on evaluation data

TOTAL

POST – TEST

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1. Identify the four major components of the comprehensive approach to career guidance, counseling, placement and follow-up used in Mesa's program. (Use a check mark)

___A. Planning

___B. Orientation

___C. Analyzing

___D. Implementing

___E. Structuring

___F. Decision Making

___G. Developing

___H. Performing

2. In your own words, please state one planning task.

A. _____

_____

_____

3. List two of the six basic assumptions for the Mesa program.

A. _____

_____

_____

_____

B. _____

_____

_____

_____

4. Place a (C) by the description of a current program assessment and a (D) by the description of a desired outcomes assessment.

_____This type of assessment is used to determine the needs of a given group and the results are used as a guide for program development.

_____This type of assessment is used to determine what skills the counseling staff needs to build to deliver on a developing program.

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_____This type of assessment is used to identify aspects of an ongoing program to which personnel are devoting time, energy and resources.

5. In your own words, please state one structuring task.

   A. _____

   _____

   _____

6. Place an (x) by one of the key structuring skills used in the Mesa program development.

   _____Writing open ended stories

   _____Counseling in groups

   _____Writing goal statements

   _____Consulting with parents

   _____Role playing with students

7. In your own words, please state one program implementation task.

   A. _____

   _____

   _____

8. A. Place an (x) by the "parts" or components of this staff development package which are included herein. B. Place an (O) by the package parts which are omitted from this one-hour mini-pac.

   _____Tape-slide introduction

   _____Flow chart of the comprehensive approach

   _____Package goals and objectives

   _____Instructional materials (module)

   _____Progress checks

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_____Group activities

_____Simulation activities

_____Application procedures

_____Post-tests

_____Further references

9. List two types of information (data) which can be used in making decisions about program evaluation.

A. _____

_____

_____

B. _____

_____

_____

POST-TEST KEY

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1. A. Planning
   E. Structuring
   D. Implementing
   F. Decision Making

2. See page 4 for planning tasks.

3. See page 5 for Mesa's six basic assumptions.

4. Current program assessment (C) - Z

   Desired outcomes assessment (D) - X

5. See page 10 for structuring tasks.

6. X Writing goal statements.

7. See page 13 for implementation tasks

8. A. (X) -- all listed except, see (B)

   B. (O) -- Group activities

   -- Further references

9. See pages 17 through 19 for types of evaluation data.

APPENDIX

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POSSIBLE INSTRUCTIONAL AND COUNSELING PROCEDURES

(STUDENT ACTIVITIES AND MATERIALS)

1. Reading printed materials
   - a. Narrative
   - b. Programmed
   - c. Cartoon booklets
   - d. Kits
2. Observing
   - a. Live demonstrations
     - 1) Peer student models
     - 2) Cross-age models
   - b. Live dramatizations
   - c. Films
   - d. Film-strips
   - e. Slides
   - f. Video-tapes
   - b. Any one/or all of the above observational media followed by guided practice supervised either by the models or by counseling personnel.
3. Listening
   - a. Radio
   - b. Sound recordings
     - 1) Records
     - 2) Audio-tapes
4. Interacting individually and/or in groups with:
   - a. Counseling personnel
   - b. Community resource persons
5. Practicing behavior under simulated conditions
   - a. Simulation games
   - b. Simulated work samples
   - c. Role-playing
   - d. Behavioral rehearsal
6. Gathering personal assessment information:
   - a. Responding to instruments measuring personal characteristics.
   - b. Collecting information from other people.
   - c. Self-assessment activities
7. Participating in computer supported programs
8. Using on-line computer technology